



# Pupil premium strategy statement

## School overview

Metric	Data
School name	Naphill and Walters Ash
Pupils in school	373 (Dec 2019)
Proportion of disadvantaged pupils	Academic Year 18/19 6%, 19/20 3.5%
Pupil premium allocation this academic year	Financial year April 19/20
Academic year or years covered by statement	Academic years 19/20 20/21
Publish date	December 2019
Review date	This will be discussed fully at Teaching and Learning and the FGB in Spring 2020. Formal review December 2020
Statement authorised by	Chair of Teaching and Learning
Pupil premium lead	Kerenza Gwynn -head
Governor lead	Stephanie Ayres

At Naphill and Walters Ash we will now use a three-year approach to planning our PPG with light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with

regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

## Profile in School

The number of disadvantaged pupils within the school is falling, currently one child in Yr 6, one in Yr5. Numbers in each year group are small and the needs of the children vary. This means that the PPG in the next few years is set to drop quite significantly.

Children who join school (other than in YrR) have often experienced upheaval and social/emotional difficulties. Many who join in KS2 have not made expected progress from KS1 in lower KS2 at previous schools.

Data from across the Risborough Liaison Group shows that disadvantaged pupils are less likely to achieve the expected end of Key Stage 2. As a school we recognise that one reason for children not achieving the expected is the poor language and vocabulary that the children have. As a Liaison Group, training will be held in January 2019 on how to develop language in all our children.

## Disadvantaged pupil progress for 18/19 from KS1-KS2

8 pupils in Yr 6, 3 joined in yr 5

NS = National Standard    PKS = Pre Key Stage

Measure	
Reading	7 reached NS, 2 of which 110+
Writing	3 reached NS, 1 PKS
Maths	4 reached NS, 1 of which got 110+ 3 who did not achieve NS were new pupils

## Strategy aims for disadvantaged pupils

Measure	Aim
<b>Making expected progress from KS1 to KS2 (for pupils here for at least all of KS2)</b>	For all pupils to make at least expected progress (those with us for all of KS2 at least)
<b>Meeting expected standard at KS2</b>	If EXS at end of KS1 then to be at least EXS at end of KS2 If WTS at end of KS1 then expected progress would be to be WTS at end of KS2. We would look to see what support/progress had been made and

	how close to EXS the children would be.
<b>Achieving high standard at KS2</b>	GDS at end of KS1 expected to be GDS
<b>Meeting Social and Emotional Needs</b>	To ensure disadvantaged pupils/and or families with social and emotional needs are supported.
<b>Measure</b>	<b>Activity</b>
<b>Making expected progress from KS1 to KS2 (for pupils here for at least all of KS2)</b>	<p>Pupil tracking – staff to know pupils prior attainment, track progress and identify key areas that pupils can be supported in to ensure expected progress.</p> <p>Whole school working on improving children’s language acquisition and use – identified as area that prevents non/disad as well as disadvantaged children from achieving National Standard in all areas.</p> <p>CPD for staff.</p> <p>Take 1 Book being used in English lessons.</p> <p>Promotion of Reading</p> <p>Governors to promote reading with parents</p> <p>School to put on website information for children starting in Reception as to what ‘skills’ and activities parents can do.</p> <p>SLT to monitor planning and books.</p>
<b>Meeting Social and Emotional Needs</b>	<p>Families engaged with school support staff as soon as possible, offered support.</p> <p>School to ascertain what if any external support can be obtained if needed.</p> <p>Teachers to be fully aware of children’s home circumstances.</p> <p>Children are socially/emotionally ready for next stage of education – for school this is of equal priority as academic achievement.</p> <p>Concerns logged and tracked on CPOMs.</p> <p>Support from Behaviour Support Assistant for children and families.</p>
<b>Barriers to learning these priorities address</b>	<p>Prior attendance for those joining in years other than Yr R – has often been poor. Children have gaps in learning (due to previous absences/issues) and so behind peers on entry.</p> <p>Little or no support from families – reasons vary.</p> <p>Support at home can be poor – reason vary.</p>
<b>Projected spending</b>	Projected figures for 19/20 – £23,720 ( based on known children)

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Expected progress to be made each academic year.	July 2020
Progress in Writing	Expected progress to be made each academic year	July 2020
Progress in Mathematics	Expected progress to be made each academic year	July 2020
Phonics	To achieve phonics screening score (currently 2 children)	July 2020
Other	To support families financially so that children can fully access trips, music lessons and clubs. We want all children to experience the full range of school visits and so can fully participate in all areas of learning and school life.	July 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Ensure all staff taking phonics groups have received training and ongoing support. That any child (not just PPG), who with extra support, could achieve expected score receives extra sessions, homework, targeted support.</p> <p>Target these children for extra reading sessions too where possible and identify any key interventions that may ensure better progress in reading are put in.</p>
Priority 2	<p>Improving the spoken language of the children. Improving through good class teaching; language modelled and used by teachers; language used in texts – guided reading, shared/modelled texts, CPD for staff. Monitoring of teaching, books and learning.</p>
Barriers to learning these priorities address	<p>Lack of support/input for home.</p> <p>Poor language at home.</p> <p>Addresses children's inability to access good texts.</p>
Projected spending	£15,000 – on resources/reading etc

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## Wider strategies for current academic year

Measure	Activity
Priority 1	To support children attend extra curricular clubs and residential costs – funding used to ensure financial impact on parent and so children is not a factor for accessing whole curriculum.
Priority 2	To ensure school continues to access the support/CPD possibilities from the Virtual School and post-adoption team. Input from these groups has proved to be essential and productive.
Barriers to learning these priorities address	Social/emotional issues that the LAC pupil may face are often complicated and deep set. Behaviour can fluctuate and present in different ways. Being aware of the social/emotional and physical reasons for such behaviour allows staff to deal with the situation in a more sympathetic, supportive but constructive manner.
Projected spending	£2,000 clubs/trips BSA salary

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	SLT time to monitor teaching, learning, pupil progress. Staff absence has reduced time available in the past. Teachers having the time to look at own planning, teaching and resources etc – not just using what has been in place form before. Teachers recognising where improvements could be made in own practice – accepting change.	Book time in advance for SLT, plan what is going to be done and not allowing other factors to interfere. Using phase meetings to share planning and try to develop professional challenge.  CPD for all staff booked in,
Targeted support	Focus on planning in Yr3 with aim that staff are developed and can then lead other teachers in lower KS2. Professional development.	CPD and support for YR3 organised.
Wider strategies	Engaging families with reading	Governors supporting school

	and getting them to recognise value of language. Giving parents key information and skills to support children before starting school	with ideas. FS presentation to Governors – ideas for early support to be put on web site.
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### Review: last year's aims and outcomes

Aim	Outcome
To support pupils with managing emotions/feelings which can prevent them from accessing learning.	Codes for identified pupils reduced. Successful transition for Yr 6 pupils to secondary schools. Parents informed of external factors that school became aware of – parents included in dealing with issues.
Expected progress to be made by all but in particular Yr 6 pupils.	Varied results but where not made external factors known, support given and progress in books clear.
Accessing the wider school curriculum.	All attended all trips, residential visits. All were able to fully engage with peers in such activities. No financial burden placed on families.